AUGUST • 1960

Supervisory Management

Supervision in an Automated Plant

Will human relations be replaced by technical skills?

HOW MUCH INCENTIVE IN INCENTIVE PAY?

There's nothing foolproof about wage incentives.

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AMERICAN MANAGEMENT ASSOCIATION

"This I Believe..."

Just Who Are "They"?

By Robert E. Hart

District Traffic Manager
Pacific Telephone & Telegraph Co.
Compton, California

PERHAPS ONE of the most overworked words in business is the all-encompassing "They." How many times have we heard one of these old clichés, "Well, I just hope *They* give us time to do all this"; "I certainly wish *They* would make up their mind"; "What do *They* mean by this"; and many more? Perhaps we have even been guilty of this ourselves. I know I have, and yet after making such a statement, I have stopped to reflect just who are "They."

The policy-making level puts out a company directive and lower echelons of management are asked to put it into effect. This is when "They" creep mysteriously into the conversation. Perhaps it's a way of sharing the liability, but more often than not, the responsibility is mine and the *"They"* turns out to be *"Me."*

To be truly effective, all levels of management must accept their full share of responsibility. Really, "We are They."

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Supervisory Management

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FEATURES

Supervision in an Automated Plant . . . . . *Peter C. Reid* 2
How Much Incentive in Incentive Pay? *Harold F. Rothe* 11
Cost Reduction. Part 7: Saving Materials and Supplies *Ernest Schleusener* 16
Why Supervisory Training? . . . . . *William Oncken, Jr.* 24
If You Were the Arbitrator . . . . . *Morris Stone*
A Fair Day's Work 27
Does Seniority Always Prevail? 28
Somebody Goofed 29
Let's Get Down to Cases:
Company for Lunch 34
Readers Discuss SM Cases 38
Your Personal Management:
Etiquette: Forget the Rule Book 46

DIGESTS OF THE MONTH

Spotting the Man Who'll Do the Job 53
Ten Steps to Good Coordination 55
Collective Bargaining: The Trend Toward Union Alliances . 57
Putting Authority to Work 59
Coming Soon: Commercial Uses for Sunpower 61
How to Keep Tension Under Control 63

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SUPERVISION...

IN AN AUTOMATED PLANT

By Peter C. Reid

Will automation require less attention to human relations?

WHAT IF YOU WENT to work one morning to find that your plant was to be completely automated? How would your job be changed? Would your technical know-how become more important than your ability to deal with people? Would you have to find new ways to motivate your subordinates? How would they react to the responsibility of operating complex, enormously expensive equipment? Would they be monotonously pushing buttons all day, or would their jobs have more variety and interest than before?

Automation is coming fast enough to make these questions vitally important to every supervisor. The more you know about how advanced technology may change your job and the jobs of your subordinates, the better prepared you will be to supervise effectively in an age of automation.

For example, a crucial question for the supervisor is: What role will human-relations skills play in an automated plant? Experts have disagreed sharply over this question. Some of them say that with the much heavier investment in complex equipment, the main part of the foreman's job will be technical, and he will spend less time dealing with people.

For the very same reason—the complex and expensive nature of the new machinery—others predict that the supervisor will have to devote even more time and skill to working with people.

Their argument: The new equipment will require most employees to be expert technicians. Motivating and dealing with these highly trained employees will make greater demands on the supervisor's human-relations ability.

Which argument is right? All the answers aren't in yet, but two University of Michigan researchers have come up with some important findings on this and other possible effects of automation. Some of these findings strongly challenge a number of widely held assumptions about what happens in an automated plant.

Stand and Advance

Here's the background of the study made by Dr. Floyd C. Mann and Dr. L. Richard Hoffman, both of the University of Michigan:

A detailed comparison was made of workers' attitudes in two electric-power plants—one using highly automated equipment and the other modern, but less automated, equipment. Both plants were run by the same electric-power company. The older plant—which the researchers called "Stand"—was originally built in 1915, and modernized in 1936 and 1951. It was manned by 300 men: 246 nonsupervisory workers, 44 foremen, and 10 members of the top plant staff.

The new plant, called "Advance" by the researchers, had a greater capacity and efficiency than Stand because of its advanced design and use of automatic controls. At the time it was studied, Advance had 171 men: 140 nonsupervisory workers, 21 foremen and general foremen, and 10 top plant managers.

Researchers first spent six months in both power plants, observing the workers and talking to them about their jobs. On the basis of these talks, Mann and Hoffman surveyed the attitudes of the workers toward their jobs, each other, and their supervisors. The answers were analyzed to show the significant differences between the workers in the automated plant and those in the older plant.

Let's take a look at what Mann and Hoffman found out, starting with the controversy over the importance of the supervisor's human-relations skills in an automated plant.

This article is based, with permission, on the book *Automation and the Worker,* by Floyd C. Mann and L. Richard Hoffman. Holt, Rinehart and Winston, Inc., © 1960.

Dr. Mann is Program Director of the Organizational Change Program of the Survey Research Center, University of Michigan, and an Associate Professor in the University's Department of Psychology. Dr. Hoffman is an Assistant Professor in the same department.

The researchers made an intensive investigation of this question.

Rate the foreman

They first asked the workers at both plants to rate their foreman on his competence in three different types of supervisory skills:

Technical (*operation and maintenance of equipment*).

Administrative (*planning and scheduling, specifying when work is to be finished, assigning the right job to the right man, inspecting and following up on finished work*).

Human relations (*getting people to work well together, motivating them to do the best they can, giving recognition for good work, letting people know where they stand).*

About the same proportion of men in each plant thought their foreman was doing a good job technically and administratively. But when it came to human-relations skills, there was a significant difference. About half of the men in Advance thought their foreman handled the human-relations side of his job well, while less than a third felt that way in Stand.

These answers told an interesting story when they were measured against answers to another question asked of employees in both plants: "Taking all things into consideration, how satisfied are you with your immediate supervisor?" At Advance, two thirds of the men felt "very or quite satisfied" with their supervisors, but at Stand, only one third of the workers felt that way.

The researchers compared these answers with the workers' ratings of their supervisors in the three different skills. The result was significant: Employee satisfaction in *both plants* depended more on the supervisor's skill in human relations than on his administrative and technical ability. And even more notable was the fact that the relationship between employee satisfaction and the supervisor's human-relations skill was even closer at the automated plant than at the older one.

Human relations and job satisfaction

Besides analyzing the answers of individual workers, Mann and Hoffman took a look at how each supervisor was rated by all the men working under him—with results that confirmed the major role human-relations ability plays in an automated plant. Each supervisor was given an over-all rating arrived at by averaging the individual ratings he got from his men. The supervisors were then divided into four groups: 1) Those who rated high in both human relations and technical ability; 2) those who rated high in human relations but low in technical ability; 3) those who rated low in human relations but high in technical ability; and 4) those who rated low in both skills.

Once again, the importance of how a supervisor deals with his subordinates was strikingly evident.

The men who rated their foremen high in human-relations ability, *regardless* of whether they thought he was doing a good job technically, were more satisfied than the men who rated their foremen low in human relations. Naturally, the men least satisfied with their foreman were those who rated him poor in both skills.

Emphasis on motivation

It all adds up to strong evidence that in an automated plant the supervisor not only will have to put as much skill and effort as before into dealing with his subordinates, but he may have to give even more attention to this part of his job. A major reason seems to be that the highly trained employees will themselves be able to handle the technical complexities of automation; there will be more emphasis on the supervisor's ability to motivate them.

The researchers also came up with some valuable—and often surprising—answers to some questions about automation.

Questions about automation

Will the supervisor have to find new ways of motivating and satisfying workers in an automated plant?

There is no formula for successful supervision, of course, but employees have certain basic needs on the job that can serve as a guide. Do these needs change when a man goes to work in an automated plant?

The findings of Mann and Hoffman on this question provide some useful guidance for the supervisor, whether he's in an automated or a nonautomated plant. The researchers had already discovered that a number of workers in both plants thought their supervisors were doing a good job in human relations. But what was the basis for their judgment? What, specifically, did these

---

THE WINNING COMBINATION

What combinations of human-relations and technical skills in a supervisor satisfy a worker's job needs? Here's the score:

	High in technical ability	Low in technical ability
High in human-relations ability	Workers most satisfied	Workers most satisfied
Low in human-relations ability	Workers less satisfied	Workers least satisfied

supervisors do that earned them a high rating? And did the workers at Stand differ from the workers at Advance in their reasons for being satisfied with their supervisor's human-relations performance?

Why were they satisfied?

Here's what Mann and Hoffman found out:

At both Advance and Stand, a foreman who was given a high rating in human-relations skills was also rated high on these specific qualities:

- He was considerate of his subordinates' feelings.
- He recognized good work by telling his superiors about it and providing training opportunities for better jobs.
- He went to bat for his subordinates.
- He was reasonable in what he expected of his subordinates.
- He frequently asked for the ideas and opinions of his subordinates.
- He was warm and friendly.
- He gave sincere, thorough praise.

What makes a leader?

The workers saw another set of qualities as part of both human-relations competence and technical ability. These qualities were ways in which the supervisor not only showed concern for his subordinates as individuals, but also helped them do their jobs better:

- He emphasized work safety.
- He tried to understand the problems men had on their jobs.
- He created an atmosphere in which employees felt free to discuss their job problems.
- He gave them help when they needed it.

The foreman who had this combination of qualities was rated as a "leader" of men by his subordinates.

How not to be a leader

Some behavior pulled down a supervisor's over-all rating in human-relations ability:

- He treated employees like inferiors.
- He was quick to criticize.
- He was a "driver" of men.
- He was "bossy."
- He said one thing but did another.

These didn't affect ratings

Finally, three important supervisory qualities didn't seem to have any influence on the way men in both plants rated their supervisor's competence. One of these was the closeness with which the foreman supervised his subordinates. Since some work situations called for close supervision while others did not, this quality was not seen as a criterion for an over-all rating of the supervisor's ability.

The other two items concerned the foreman's position in the organization rather than his personal

AUTOMATION AND JOB SATISFACTION

The effects of automation on the jobs of the workers in our study were striking. . . . Our data suggests that more men were gaining intrinsic satisfaction from the work they were doing. . . . It would seem that company managements . . . are now in a position to restore to our working population some of the pride and satisfaction that stems from performing interesting and challenging jobs. . . . Jobs designed in this way could provide part of the answer to developing more effective utilization of our shrinking supply of skilled manpower.

—FLOYD C. MANN and
L. RICHARD HOFFMAN
in *Automation and the Worker*

qualities. One was whether he had enough decision-making authority, and the other was his ability to influence his own boss in getting things done. Whether or not the foreman used his authority and influence on behalf of his men did make a difference in the way they rated his personal competence. But the *amount* of his authority and influence did not affect the way he was rated.

Needs don't change

On the whole, there was little disagreement between Stand workers and Advance workers on what qualities made their supervisors good or poor at human relations. In both plants, the employees were most satisfied with the foremen who treated them like individuals and saw that they were given every chance to get ahead.

The conclusion seems clear: Machinery may change, but the basic job needs of the men running it will not.

What about monotony?

Will jobs be monotonous in an automated plant?

In cartoons about automation, the scene is usually dominated by a gigantic machine, with an insignificant-looking worker seated before two buttons, one marked "On," the other "Off." And cartoonists are not the only people who visualize automation this way.

Just how true is this conception? Will men be nothing but robot button-pushers in the coming world of automation?

On the basis of the evidence gathered at Stand and Advance, the answer is no. Some interesting things happened to the jobs of the

men who transferred from the old plant to the brand-new automated plant. For one thing, their jobs, instead of becoming more specialized and monotonous, became more generalized and broader in variety and interest. This was partly a result of the technological changes, and partly a result of a decision by top management to develop employees qualified in all aspects of production. Thus, a worker who at the old plant had been concerned only with boiler operations had his job enlarged to include turbine and electrical operations.

Striking effects

These job changes had striking effects on the men who transferred to the new plant. Four out of five reported that they had "much more responsibility" on their jobs now than they had had several years ago. Almost all of them said their new jobs required more training than they had before.

These men felt that their jobs now really challenged their best abilities. More than three quarters said their jobs gave them a "very good" or "fairly good chance to do the things we are best at." Less than half the operators in Stand felt this way.

Besides making greater use of skills the men already had, the new jobs required them to learn new skills and acquire new knowledge. Three out of four of the Advance operators said they were learning much more on their new jobs than they had on their old, and over half said they were spending more time now doing work beyond their previous skills.

Tension and dependence

How will workers react to the responsibility of operating new, complex equipment?

Although they had had training in operating the automated equipment, workers at Advance lacked confidence in their ability to handle it. They showed this in their increased dependence on each other and on their foreman for suggestions and advice about problems that came up on the job.

The Advance workers felt more nervous and tense about their work than did the workers at Stand. In the automated plant, operators were particularly likely to be on edge when important equipment was being started up or shut down. This is understandable, since the failure of a piece of complex equipment at Advance would be much more costly than the failure of simpler equipment at Stand.

This tension was partly responsible for the dependent behavior of the operators at Advance. Another factor could have been their dissatisfaction with the training they had received for their new jobs. Many operators at Advance seemed to feel that they had been thrown into a sink-or-swim situation with inadequate preparation. They felt forced

to rely on their fellow workers and on their foreman to fill the gaps in their own knowledge and experience.

Supervisors were even more nervous than employees—partly because of their subordinates' dependence on them and partly because of their own uncertainty in an unfamiliar situation.

It's logical to assume that as the workers gained confidence in their ability to handle the new equipment, their dependence decreased. But the findings of Mann and Hoffman point up the need for making sure that employees receive thorough training in handling complex machinery and that the transition to operating the equipment is made gradually. Even with these steps, however, supervisors must still be prepared to provide guidance for employees who are unused to the responsibility of operating expensive, complicated machinery.

Spirit of teamwork

Will workers in an automated plant be isolated from each other, making a spirit of teamwork impossible?

A few years ago, workers in an automated British petroleum refinery asked for "lonely money" to compensate for their lack of contact with fellow workers. There's no doubt that in some automated plants, workers will be isolated.

But experience at Advance showed that the opposite can happen, too. By centralizing the operating controls in two general areas of the main plant building, the designers of Advance eliminated many of the isolated jobs that existed in the older power plants. Instead of having to spend their days at the top of the plant, separated from the group by several floors, these operators now spent most of their time with a large number of other workers.

As a result, there was actually stronger group feeling in Advance than in Stand. In the automated plant 83 per cent of the operators felt that they were really part of their work group, but only 69 per cent of the operators at the older

---

How Automation Changed Their Jobs

When workers at Stand, the older plant, were transferred to Advance, the automated plant, here's what happened to their jobs:

1. More time spent using their highest skills
2. More responsibility
3. Broader, more varied and interesting jobs
4. Jobs that required more training in skills and knowledge

---

plant expressed this feeling. Advance employees also felt freer than those at Stand to call on others in their group for help with a problem. And the unwillingness of most Advance operators to attribute any greater importance to their own jobs than to those of their fellow employees adds support to the conclusion that there was a greater feeling of teamwork and common purpose at the new plant.

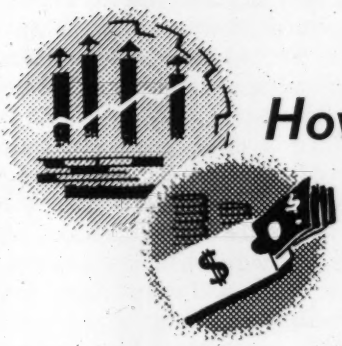
Valuable clues

This is what happened at one automated plant. The story might have been different if it had been an automated oil refinery or an automated steel plant. Nobody has all the answers yet.

But this study has shown what can be achieved when automation becomes a widespread reality—*if* management starts now to tackle the tremendous problems to be solved. One of the most serious problems, for example, is shift work. Automation will mean more plants operating around the clock and more employees working the off shifts. We must find ways to help the shift employee make the necessary physical and psychological adjustments.

If management challenges problems like these with foresight and imagination, automation can bring not only increased efficiency and productivity, but also greater job interest and satisfaction for the workers who will be at the controls. ♦

"Life's getting too complicated."



How Much Incentive in Incentive Pay?

By Harold F. Rothe
Manager of Personnel, Fairbanks, Morse & Co.
Beloit, Wisconsin

How can money be best used to spur productivity?

"YOU PAY for what you get" is an axiom in American industry. In line with this thinking, most companies use money as one means of getting employees to work faster, or better, or both.

The company pays. But does it get what it pays for?

That depends to a great extent on how the extra pay is allocated—and, as we shall see, on other conditions of the job that may either reinforce or nullify the effect of extra pay.

There's no doubt that money is an essential factor in employee motivation. Any company paying substandard wages eventually learns that though people don't work for money alone, they will seldom work very long for substantially less than they could earn in a similar job elsewhere.

The question is not whether people work for money, or even whether they will work better for more money. The question is which kinds of financial inducements can be relied on to increase productivity, and which cannot. In other words, *how* can money be used most effectively to motivate employees to produce more?

Does money talk? . . .

It may be worth while to review some research findings about the effectiveness of monetary rewards. One study, for example, compared college freshmen of equal ability but varying economic status. The researchers found that the students

who needed money received better grades than those who were financially secure—and concluded that the hope of winning scholarships stimulated the needy students to work harder.

In an English study, four girls who were paid by the day stitched on canvas for two months to establish a production standard. After six months away from this assignment, they returned to it under a wage-incentive system. Though it might be supposed that they had lost some skill in the interval, the girls exceeded their old standard, from the very first week.

Still another study showed that children learned to read better when rewards of candy, toys, or money were offered. Candy was the most effective incentive, but money could be, and always was, exchanged for candy; so it, too, was effective.

These studies were rather academic; they also covered too few people and too short a time span. Yet they do suggest that money can be an effective incentive to production.

. . . . or doesn't it?

But money won't necessarily spur production; in some circumstances other incentives will be more effective. In an English factory, for example, a group of young girls was employed threading needles for older girls to use. The girls were paid on a day rate, and they threaded, on an average, 96 dozen needles a day. When a piece-rate system was installed, their average dropped to 75 dozen needles.

Then a new system was introduced: When the girls reached 100 dozen, they could go home. Production immediately jumped; the girls reached their quota on an average of two and a half hours early each day.

This strange case had a simple explanation. Money had no incentive value because the girls' parents were taking all their earnings. But the chance to get out early had real appeal and therefore was a real incentive.

Evidence from industrial engineers, though taken from more typical industrial situations, is often less conclusive than one might think. In a 1946 book, *Lincoln's Incentive System,* J. F. Lincoln told how his plant's productivity increased over the years after the introduction of an incentive system and a profit-sharing bonus. Concluding that piecework was the only proper way of paying for production, he advised management to study the job, set the best method of doing it, establish a price, and stick to it, regardless of what happened to earnings.

Unfortunately, this kind of experience does not really demonstrate the effect of a single factor like money. It merely shows that over a period of years productivity,

pay, and sales went up, prices went down, and so on. With so many varied factors to consider, it is impossible to determine the effect of a particular factor, especially over an extended period.

The size of the group

The well-publicized Hawthorne studies covered a shorter period and were more limited in scope than most industrial-engineering studies. At Hawthorne, small groups of employees were found to increase their production under varying working conditions and pay systems. The researchers noted that the effects of different wage systems were completely entwined with other factors; they agreed that there was no real evidence that the productivity increases were caused by wage increases alone. There were strong indications, in fact, that one cause of the increased production was the reduction of the size of the work group from a whole department to only four or five employees.

This idea received some support from an English study that found small work groups producing about 6 per cent more than large work groups, regardless of the pay system.

The nature of the system

Another factor modifying the effects of wage incentives came out in an experiment in an English candy factory, carried out at about the same time as the Hawthorne studies. The ten girls studied rotated on five operations. For nine weeks, each girl was paid *a straight day rate,* and production was roughly constant; for the next 15 weeks, a *competitive bonus system* was used, and production increased 46 per cent; for the final 12 weeks, an *individual piece rate* was in effect, and production increased another 30 per cent.

WHAT BESIDES MONEY?

While financial incentives help, evidence shows that higher productivity is also spurred by:

- The size of the work group
- The nature of the job
- The nature of the incentive system itself
- The length of time involved

But the production rate on one of the five operations—unwrapping poorly wrapped pieces of candy—showed no change throughout the entire study. Interviews held later revealed that the girls disliked this particular task. Here again, more money did spur activity—but its effects could be nullified by the conditions of a particular job.

Still another factor that can either build up or break down the effect of wage incentives cropped up in a study comparing shoe workers here and in England. In 43 English factories, the overwhelming majority of pieceworkers were

found to produce, on an average, about twice as much as day workers.

Pitting these averages against U.S. figures, however, the researchers discovered that American pieceworkers far outproduced English pieceworkers, and that American day workers far outproduced English day workers.

Interestingly enough, in England, the day workers produced only half as much as pieceworkers, but in the United States the difference between the two groups was much smaller.

It seems likely that part of the substantial increase in productivity that accompanied the incentive system in England resulted from the way the work was reorganized before the incentive system was installed. (In the United States, the work was as well organized for day workers as it was in England for pieceworkers.)

To summarize: The available evidence indicates that while financial incentives do seem to result in greater productivity, their precise effect is impossible to determine. Productivity is clearly affected also by such factors as the size of the work group, the nature of the job, the nature of the incentive system itself, and perhaps the length of time involved. There are still other factors, such as union-management relationships and collective-bargaining agreements, whose effect has not been fully analyzed.

What companies believe

The conclusion that incentive systems increase productivity is supported by the findings of various surveys. In 1948, the Dartnell Corporation surveyed 117 companies with incentive systems. The respondents agreed that their systems had resulted in lower unit costs, higher productivity, higher morale, and lower absenteeism. (These were, of course, opinions; there is no way of knowing how far they were based on objective facts.)

Another survey of 514 incentive plans, carried out in 1953, found that production had increased about 39 per cent, labor costs had decreased about 11½ per cent, and take-home pay had increased about 11¾ per cent. Like the industrial studies, however, this survey did not measure the exact contribution of the wage incentive to the over-all increase in productivity.

A different approach

Industrial research, then, does not entirely answer the question: To what extent, and in what way, does more money spur employees to greater effort? To answer it, and to formulate a guide for action, we might try an entirely different approach. Let's begin by asking: When an employer offers financial inducements to his employees in the hope of raising their productivity, what, actually, is he trying to do?

Analysis will show that, in effect, the employer is trying to change the employees' behavior. He is trying to *teach them a new habit*—the habit of producing at a faster rate, or perhaps at a higher level of quality. The effectiveness of incentives will depend, therefore, on how far they induce the employees to learn this desired new habit. To promote learning, incentives must meet certain requirements.

To teach new habits

What are these requirements—the basic conditions of the learning process?

Learning proceeds better—faster, more accurately, more effectively—when:

- The learner is motivated—when he needs something he can gain by learning.
- The incentive is appropriate to the motive. (For the English girls threading needles, money was an ineffective incentive, but time off was an extremely effective one.)
- The learner intends to learn. The teacher should reinforce this intention by keeping him informed of his progress.
- The learner understands what he is supposed to be learning.
- The reward invariably follows the successful completion of the task, while failure is certain not to be rewarded.
- The reward follows the successful completion of the task immediately. Though this is often impractical, the sooner it is done, the better.

Summing it up, a money incentive to increase production will be successful if it is *appropriate* to the employee's motives; if it is *related* to the desired action; if it is *certain* to be paid when the desired improvement has been achieved; if it is paid *immediately* after the task is done; and if the other conditions for learning—*intention* and *understanding*—are present. ◆

One Thing at a Time

WHEN YOU HAVE special instructions to give, try to assign *one task at a time.*

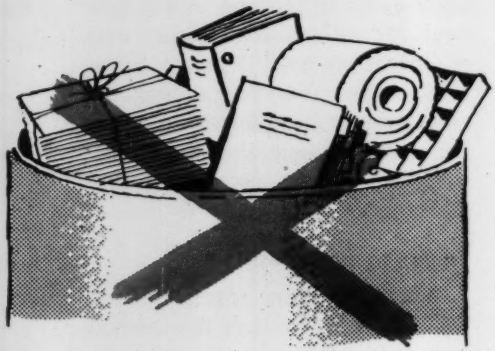
If you have to assign a multiple-part job, do it in writing, and list the parts in the order you would like them done.

This is good practice even if the jobs don't have to be done in exactly that order. It is human nature to like a well-marked path.

—*Management Briefs*

Part 7

SAVING MATERIALS AND SUPPLIES



By Ernest Schleusener
Vice-President, Bantam Mfg. Co.

Want to save some easy money? Here's one area for immediate, direct, and substantial savings.

THERE IS NO SAVING as direct as the saving of materials and supplies. When you save one hour of labor, the total number of man-hours used may be reduced, but more often the labor saved is used to do other work without reducing costs.

But materials and supplies are different. In their case, a dollar saved is a dollar earned, whether it's materials that go into a product, parts that go into maintenance, or supplies that are used in an office.

People tend to justify the waste of materials with the reasoning that "They're the cheapest item in overall cost, so they can't be too important." Yet in a company whose cost of materials and supplies is only 20 per cent of the sales dollar, saving a quarter of this cost could actually double the profit!

Take a look at the total use of materials and supplies in your department. An itemized list of one month's use will soon determine which three or four items are most significant in total dollars of use and, hence, have the greatest saving potential. If you start with these items, you can almost inevitably

save a substantial amount of money.

At first it may seem difficult to be objective about materials and supplies you've been using day in and day out. Sometimes it takes a shortage or a low-income period to drive home the need for more frugal use of materials. But it's better to start saving when you're not in a pinch, and when you have a chance to prevent an emergency.

Getting ideas

The place to start is with the people who actually use the materials and supplies—your work group. Tell everyone in your department the costs of expensive items they are using. Then ask for their ideas on how to save. Gather as many ideas as you can, without prejudging them —you will soon have a growing list of possibilities.

Don't try to work the ideas out alone. Instead, work with the person who made the suggestion and, perhaps, with anyone else who is familiar with the operation.

Sometimes, it's easier for someone who *isn't* too immersed in the operation to see possibilities for savings. So, when you're first gathering ideas, ask a worker who doesn't regularly use the materials you're interested in; his objective point of view may help.

As you start to work on the ideas that seem most feasible, you'll find the group's interest picking up momentum. Furthermore, as you ask workers for ideas, they will tend to become more savings-conscious.

Let the rest of the group know when you decide to use an idea suggested by an employee. The recognition will encourage him, and will stimulate other people's ideas. As the program continues, let the people who have made savings know what they amount to. By keeping tabs of material-and-supply usage in relation to the unit output of the group, you can show measurable progress.

Make a breakdown

When you have selected the three or four highest-cost materials or supplies in your department, you are ready to make a detailed breakdown of how these materials are used. Each item should be studied separately, to avoid confusion.

It's usually best to break down the usage on either a daily or an order-by-order basis, depending on your operation. And, when you can, list the people who use each item you are studying.

Your breakdown will pinpoint variations from the normal use of supplies or materials, from day to day or from person to person. When use of materials per unit of production becomes excessive, something is usually wrong; finding what it is will give you clues to savings.

Determine the cause

When you have spotted what seems like excessive use of materials or supplies in a given operation,

try to watch the operation and determine the causes. You should ask yourself such questions as:

Where is the material used, and for what? Is the use reasonable? If not, how can it be reduced? Is the job worth the amount of material being used for it? Is one person using more raw material for a product than another? Why? Is a tool wearing out too fast? Why?

In making this kind of breakdown, one company found that its paint-spraying department was using 70 to 80 gallons of paint a day except on Mondays, when it used over 100 gallons. Discovering this peak usage led to a study of the possible causes. It turned out that the paint was normally sprayed on hot. The agitator and heater were turned off for the weekend, and turned on again on Monday morning. But the heater got cold over the weekend and took about four hours to get up to the proper temperature. In that time, the painters had to use extra paint to get it to cover. The company found that the saving of 1,200 gallons of paint a year more than offset the cost of having the heaters go on earlier.

Machinery and tools can be just as important—sometimes even more important—a source of savings, when you have an eye out for peak use. In one department, a machine tool was normally changed every four hours. When the foreman found that several of these tools had to be changed every two hours, he looked around for the reason. He discovered that the tools that were wearing out had not been ground as well as the others, and, therefore, did not hold up as well. Once it was discovered, the situation was easily remedied.

Ask these questions

Your breakdown should help you answer some basic questions that will enable you to economize on each high-cost item on your material-and-supply list:

1. *Are you using the right kind of material for the job?* In many manufacturing and packaging operations, alternate materials (for example, plastics or other-than-traditional metals) are available. Would one of these be cheaper, though just as satisfactory for your operation?

2. *Are you using the proper amount of material for the job?* Or are you using more material than you need, especially when the materials are expensive? A cold-heading plant was spending $2,200 per month on an oil-absorbing compound for its floors. When the company looked at the cost, they decided to try using less of the compound. The total usage was cut to $700 a month. It was found that when less compound was used, excessive oil leakage on equipment showed, and workers were more careful about it.

The floors were drier, and an additional $300 a month was saved on

the cost of spreading and picking up the compound. Add it up, and you'll find that the company saved itself $21,600 a year with almost no effort.

3. *Could the job be started with scrap instead of new materials?* The quality of the product at the start-up of a run is often unacceptable; reject rates may run high. Starting up with scrap may save expensive materials.

4. *Are the people who use materials properly trained?* People don't deliberately waste materials and supplies; but if they're not trained in their use, waste can easily go up.

5. *Are overruns consuming valuable materials and supplies?* Unless there are controls to stop operators when they have reached the correct quantity run, the company may find itself overloaded with finished materials that can't be used again or disposed of profitably. The control can be as simple as telling the operator how many units to make—and instructing him to be careful not to go beyond that number.

6. *Are unused materials being returned promptly to an adequate storage area*—or are they lying around unprotected, and deteriorating? Materials should be easily available, sorted, and in proper condition to be used when they are needed.

7. *How else could materials and supplies be used more efficiently?* What improvements in maintenance or in use would make a difference?

The three following questions need more detailed discussion.

When material-and-supply costs go up . . .

TAKE A LOOK AT:

The material itself

- Is it the most efficient, economical kind?
- Are you using the right amount?
- Are you using it fully?

The work group

- Are they cost-conscious?
- Properly trained?

Machines and equipment

- Are they right for the job?
- Properly used?
- Properly maintained?

8. Is re-use possible?

One of the most common—and most easily remedied—sources of waste is materials that are used, and then discarded or put into dead storage. Reworking them cheaply may make it possible to put them back into the use for which they were intended. Or, if that isn't possible, perhaps they can be reworked and used for a different purpose that would result in a saving. Items are often discarded because reworking isn't considered economical. But these days,

with the cost of materials creeping up, rework is very much worth while.

One company, for example, saves over $2,000 a year in paper costs by using the unused backs of 8½x11 sheets for internal forms. (To avoid confusion, the paper is first cut down to a different size.)

A Michigan manufacturer nets over $1,200 a year by saving files that have become loaded with metal particles, sending them out to be cleaned, and returning them to stock.

Another manufacturer has work gloves washed and repaired, instead of discarding them. He saves $1,800 a year on this item alone.

One objection people often have to reworked material is that the individual operation may be charged for using it, or for returning material for rework. The objection can be solved simply if you set up your stockroom so that reworked materials are issued at no charge to the operation. Employees who are cost-conscious will appreciate this saving.

The manufacturer who had his gloves reworked found that employees objected to using reworked gloves until this policy was established. When it was put into effect, there was actually a shortage of re-

CUT WASTE!

Here is a five-point plan that will help you win employees' support in cutting waste of materials and supplies.

1. *Fix the target.* Make sure employees see the goal in waste control. People like to know where they stand, where they're going.

2. *Win participation.* Keep employees informed so they can measure progress. Seek their ideas.

3. *Dramatize the war on waste.* Price-conscious employees are cost-conscious employees. Explain how much the supplies cost—why it's necessary to use them wisely.

4. *Recognize good performance.* Most employees will give you greater support in waste reduction if you are quick to note and prompt to praise a job well done.

5. *Sustain interest.* The fact this the problem is licked today doesn't mean you can relax tomorrow. Never slack up in your study of the causes of waste.

—*The Personnel Manager*
(Pennsylvania Railroad Company)

worked gloves—everyone wanted to keep departmental costs down by using them!

9. Could materials be standardized?

Standardization sounds like an area that belongs only to the industrial engineer or designer. But the supervisor can contribute a lot by recommending standardization in the work for which he is responsible. After all, he is right on the spot, where the supplies are being used; he can see uses for standardization that people further removed from the operation might never know about.

The basic idea in standardization is to find an item (preferably of low cost) that can be substituted for several higher-cost items, and that can still do a high-quality job.* By standardizing, you can buy larger quantities, often at quantity discounts. By keeping a larger stock of the item, you prevent shortages; you may also avoid overstocking an item you don't use very much. What's more, you eliminate the possible confusion and waste of time that can take place when employees have to sort out several shapes and sizes of an item.

A manufacturer, for example, found that there were over thirty different kinds of bolts in six different sizes in his assembled product. The assembly supervisor was constantly plagued with finding the wrong bolt in the wrong place, or mixed batches of bolts, or frequent shortages of one size. He realized that one type of bolt, in only six different sizes, could do the job as well, and he recommended the change. The company has saved over $3,000 in bolt costs alone, and many times that in labor and errors.

When you're considering standardization, be sure to get advice from the appropriate departments (engineering, design, purchasing, inventory control, production control). Perhaps other operating departments are using the same materials and should be included in the study, so that, on certain items, standardization could be plant wide.

10. Could by-products be used?

Using by-products can be, not just an important source of savings, but even a substantial source of income. In many operations, material is not completely used, and the remaining product is thrown away. A manufacturer of synthetic fibers was discarding residual liquids at the end of the manufacturing process. The company found that, by adding a simple, low-cost operation, it could recover a substantial amount of salt cake from these liquids. Though the sales department was not set up to sell the salt cake directly, the sale was contracted to a national

*See *What's It Worth?* SM, April, 1959, page 2.

How to Cut Material-and-Supply Costs

When you've discovered the reasons for high costs and waste of materials and supplies, consider:

1. Using different material
2. Using less material
3. Starting a run with scrap instead of new materials
4. Better training of employees in using materials and supplies
5. Cutting down on overruns
6. Keeping unused materials available and in good condition
7. Reworking materials for re-use.
8. Standardizing materials and supplies
9. Using or selling by-products
10. Controlling use—by keeping records, establishing a better system of issuing materials and supplies

distributor. The resulting income is over $50,000 a year.

A manufacturer of nuts saves the slugs that are produced when holes are punched to form the nut. The slugs are kept in separate batches according to size, as they come out of the punching machines. The company sells the slugs to a buyer who can use them, in their exact shapes and sizes. The income: $30,000 a year, for a previously discarded product. The cost of saving the slugs and keeping the batches separate: less than $1,000 a year.

And the moral: Don't take it for granted that any materials or supplies you discard have no useful purpose to anyone else. They may be a tremendous source of profit.

Keeping records

Any program of savings needs controls. In fact controls are, in themselves, a means of saving.

One method of control is to keep records of material-and-supply usage. By comparing records, you should be able to spot increases in usage—and then trace the reasons for them. You can also point out these increases to the people in your department, to bring home to them the importance of using materials and supplies carefully.

Issuing materials and supplies

Another important means of control is your system of issuing materials and supplies. Often, people have a tendency to use the materials that are most easily available, instead of those that are the most economical.

If you're tightening up on issuing the more expensive materials, don't tighten up across the board—consider the relative costs. It costs less

to waste some small items than it would to spend time and labor trying to save them. When you put emphasis where it's needed, your program will be more effective.

A foreman in a stamping department where tool usage was high started checking all discarded tools. He set up a procedure whereby the old tool had to be returned before a new one was issued.

He found that one group of newly designed dies kept coming back after little use. When he asked the supplier to change back to the former design, his supply-room cost dropped $1,200 a month. And further investigation showed that the new design could be used economically on certain jobs at lower pressures.

On to the smaller items

When you've made as many savings as possible on your list of major-expense items, you can begin giving some attention to the smaller items.

You may find in some cases that the additional labor and administrative costs just about equal the saving you can make on the item. If so, it's still worth while to save the material or supply—with the objective of studying the problem still further to find a way to save both the material *and* some of the labor time required.

Work with the purchasing department

The people in the purchasing department can be one of your best sources of ideas for saving materials and supplies. They are in constant touch with the supply market, where they hear and read about new ideas. If you keep them informed of your interests and needs, they will very likely come up with practical suggestions.

A dollar saved . . .

As you work on saving materials and supplies, keep in mind that a dollar saved really is a dollar earned. The saving is direct; the results are immediate. It might take $10-$20 of increased sales to have the same effect on profits as saving only *one dollar* in materials and supplies. ♦

Quiet, Please

IT PAYS TO CUT DOWN on office noise, according to a survey conducted by the National Office Management Association. Three quarters of the 1,974 companies surveyed have some degree of sound conditioning in their offices. Of the companies studied, 43 per cent report improvement in morale; 29 per cent, in accuracy; 16 per cent, in quantity of work done; 4 per cent, in lost time; and 4 per cent, in turnover.

—*Business Week*

WHY SUPERVISORY TRAINING?

By William Oncken, Jr.
Principal, Richardson, Bellows, Henry & Co.

Here's how to bridge the gap between job and classroom.

"THE supervisory-training course was fine," wrote the foreman on the course-reaction sheet, "but I still don't know where I'm going to find the time to get things done and supervise besides."

The course had taught this supervisor how to manage—at least theoretically—but it didn't teach him how to apply the principles to his chief goal, which was to get the work out. The moral is that classroom principles and on-the-job practice can go merrily on their separate ways unless they are *integrated by common objectives.*

Regardless of how a company's objectives for supervisory development may be stated, the actual result depends largely on the supervisor's understanding of the goals. A man can't be "developed" from outside. His own sense of purpose and direction will determine whether he progresses as a manager, or finds himself with a lot of course-completion certificates and not very much else to show for all his training.

Supervisory-training objectives are too often stated in terms of the attributes, attitudes, and skills that the supervisor "should have," in order to be "successful." Basically, this boils down to a long list of traits that can seldom be found in a single supervisor. Even if this ideal man did exist, one might still wonder whether merely possessing desirable traits would make him a successful manager.

What and why

A better approach to training is to look at a supervisor's activities—to see what he does and why he does it. If you observe your own activities or those of most other managers, you'll see behavior something like the following:

talking, listening, reading, writing, thinking, deciding, discussing.

This is only a beginning. Yet some men make the training decision right there. A man may decide

he needs training in whatever activity he feels weakest in—for example, discussion. So he takes a course in how to lead and how to participate in a meeting. But the course happens to focus on meetings of the Parent-Teacher Association and similar civic groups. He'll doubtless get some help from it—but a minimum. Because of the different power structure and different objectives, he'll find that many techniques that work in the PTA cannot be transferred to management meetings.

How to fill the bill

Learning skills in activities alone just won't fill the bill. To plan productive training, for yourself or for other people, you must ask not only what is done, but what it is done *about*, and *why*.

The supervisor talks. Well, what does he talk about? Probably about such matters as:

men, money, materials, methods, facilities.

And why does he talk about these matters? To exercise some sort of direction such as:

planning, organizing, directing, coordinating, controlling

—toward a desired objective; for instance:

production, marketing, maintenance, profits.

In other words . . .

Summing it up, a supervisor:

does certain things	talks, listens, reads, writes, thinks, decides, discusses	*activities*
↓		
about certain matters	men, money, methods, materials, facilities	*resources*
↓		
in order to progress	through planning, organizing, directing, coordinating, controlling	*functions*
↓		
toward a desired result.	in the form of production, safety, sales, profits, and other objectives of the business	*goals*

Skill in the *activities*, plus mastery of the *resources*, plus proficiency in the *functions*, yields progress toward the *goals*.

Skills for a purpose

This is not a master plan for training—but it links the subject matter of many courses with the results that should be expected of them. In other words, a supervisor's training must help him learn skills for a specific purpose: to achieve better results in his operation, now and in the future.

Armed with this goal, a supervisor can learn a great deal from general-purpose courses; even the course on PTA meetings mentioned earlier could have been more useful. The supervisor could have kept his special needs in mind, concentrating on the parts of the course that could apply to a management meeting, rather than losing himself in the by-paths of *Robert's Rules of Order*.

The more specific the training, however, the more likely it is to accomplish the desired results. In a company that has an appraisal program, the appraisal interview is a good time for the supervisor to discuss his own training needs with his boss. When a man's performance is measured against definite duties and goals, the next steps in training may become self-evident.

If, for example, a foreman is doing well in every respect except his record of grievances, then he should ask about training in human relations—plus thorough grounding in the provisions of the union contract. If he performs brilliantly on individual assignments—but can't organize his over-all production job—he may need coaching in work planning and organization.

Know where to aim

It's true that most companies don't have a constant supply of hot-and-cold-running courses tailored to meet each supervisor's special needs. The company may figure that most of its supervisors need to learn more about every aspect of the supervisor's job, and may, therefore, offer a general course on supervisory development. But a man will get more out of such a course if he and his boss have discussed beforehand what results he should aim for.

A supervisor who just goes through the motions of supervisory development because it's supposed to be the thing to do is wasting his own time and the company's. The man who demands results and plans for them is most likely to find himself developed—and promoted—long before the wisdom of hindsight catches up with him. ♦

IF WHAT HAPPENS does not make us richer, we must bid it welcome if it makes us wiser.

—SAMUEL JOHNSON

IF YOU WERE THE ARBITRATOR...

By Morris Stone
Editorial Director
American Arbitration Association

A Fair Day's Work

IN ONE DEPARTMENT in a shop that made sheet-metal products, management believed that the mechanics were not doing a proper day's work. After making new time studies, the foreman advised all the men that they would be expected to produce about eight more units per day.

The men objected to the new requirements. "We're not on incentives," the department steward said. "You can't suddenly decide you want more production without negotiating with us about an increase in the hourly rates."

Management insisted the new production requirements were reasonable and warned the two mechanics having most seniority that unless they filled their quota, disciplinary action would be taken as an example to the others.

At this, the union filed a grievance, protesting both the right of the company to promulgate new work standards without increasing hourly rates, and the disciplinary issue. Eventually the case went to arbitration under the rules of the American Arbitration Association.

How would you decide this case?

_____ For the union?

_____ For the company?

_____ Compromise? If so, how?

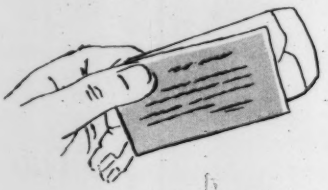
The arbitrator's decision is given on page 52.

Does Seniority Always Prevail?

SEVERAL YEARS AGO, a company that manufactured heavy industrial equipment set up an apprentice program to teach young men some of the higher skills. The course called mostly for study and a little work the first year, changing to mostly work and a little study as the apprentice progressed. All this was incorporated in the collective-bargaining agreement.

Early in 1960, a dispute arose when an experienced patternmaker, facing layoff in his classification, asserted his seniority to bump one of the apprentices out of his job. "I can do his work with my eyes shut and one hand tied behind my back," the senior man told the foreman. "So you have to lay him off and give me his job."

"Not so fast," answered the foreman. "Apprentices are exempt from bumping. Apprentices naturally have low seniority. The program



couldn't work at all if they interrupted their training every time a senior man got laid off."

The union couldn't see that the foreman's argument was strong enough to supersede a man's seniority rights. So the matter went to arbitration under the rules of the American Arbitration Association.

How would you decide this case?

_____ For the union?

_____ For the company?

_____ Compromise? If so, how?

The arbitrator's decision is given on page 52.

NOTHING IN THE WORLD can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent.

—CALVIN COOLIDGE

SOMEBODY GOOFED!

■ **Birk & Company, Inc., New York, N. Y.**

"I just sneaked a little smoke in here"

There's no such thing as a "little" smoke when there are flammables around. A spark is enough to set off a conflagration as big as the Chicago fire—and the smoker is usually the first victim. So *never* light a match in a no-smoking area. In other areas, *always* be careful with matches and cigarette butts.

"What?* My *electric drill?"

Some people just don't think of *hand* power tools as machines. Careful though they are on a lathe or drill press, they forget to check safety switches and ground wires on electric drills, sanders, grinders, etc. Or they absent-mindedly put down a hot soldering iron—and then forget where it is until the sirens start howling.

© 1959, by Birk & Co., Inc., New York, N. Y.

"Gee, Doc, I feel all tied up in knots"

All he did was lift that package over there—the one with the cement blocks inside—and look at him now. It all could have been avoided if he had remembered these simple rules for lifting and carrying: *1.* Squat for maximum leg power. *2.* Let arm and leg muscles do the lifting work. *3.* Bend your legs—not your back—to lower a load. *4.* If it's too heavy, *get help!*

"Of course it's anchored!"

His ladder is secure, thanks to Papa. But are you sure of *yours?* Packing boxes, old chairs, and stacked telephone books may look like a quick way to get up, but chances are you'll come down considerably faster! Use a firmly anchored ladder for climbing. And be sure you have the *right* ladder; many a fall has been caused by a person's trying to reach a shelf from a top step that was "just an inch short."

"I'll clean it up when I have time . . ."

How often do people say *this?* But somehow the days go by and the mess grows bigger. Meanwhile, the stage is set for a dangerous fall or a spontaneous fire, to say nothing of the nuisance. What can you do about it? For one thing, pick up dropped material *right away.* For another, schedule a clean-up time after each job or during the last five minutes of every workday.

"Say, fellows, how about one more for the road?"

Some guys may think they're camels, but this isn't the Sahara. One drink too many can mean a hangover tomorrow morning—and even a lot worse. Hangovers, besides causing 60,000,000 lost workdays a year, take a big toll in on-the-job accidents. He may think it's just a pick-me-up, but statistics show that "let-you-down" is a lot closer to the facts.

"I know it's a little fancy, but I have a date tonight."

Lady Villiers was a beauty, but she's not exactly dressed for work. The ladies in your department had better save the long curls, billowing drapery, pearl ropes, and water-lily garlands for later. Too much danger of getting caught in machinery, hooks, handles, and other hazards.

"It was only a little scratch . . ."

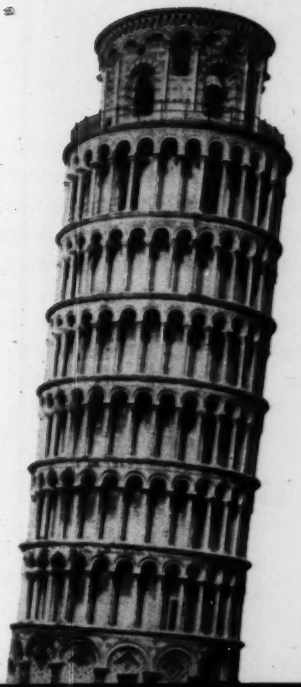
But he didn't realize the nail was rusty —he didn't think his hands were so dirty—he didn't notice the splinter— he thought that washing with soap and water was enough. Every wound, even a small scratch, is a potential source of serious infection if it isn't promptly and properly treated. Later can be too late.

"But we've been doing it this way for 20 years . . ."

. . . and it works, so why change? Well, *times* change, *people* change, *machines* change. Several centuries ago, a coat of mail was the last word in protection. Today's safe worker wears goggles, gloves, shoes, and other safety clothing, and checks his machinery for *working* guards, cut-off switches, etc. The same goes for methods: The "good old way" (like this suit of armor) is probably rigid, unwieldy—and subject to rust.

"Now look what you did with that fork truck!"

An old Chinese proverb says, "The man who removed the mountain was he who began by carrying away the small stones." Even a small load can be top-heavy if a man is foolish enough to travel with the lift up. And if it isn't secure to begin with, brother, look out!



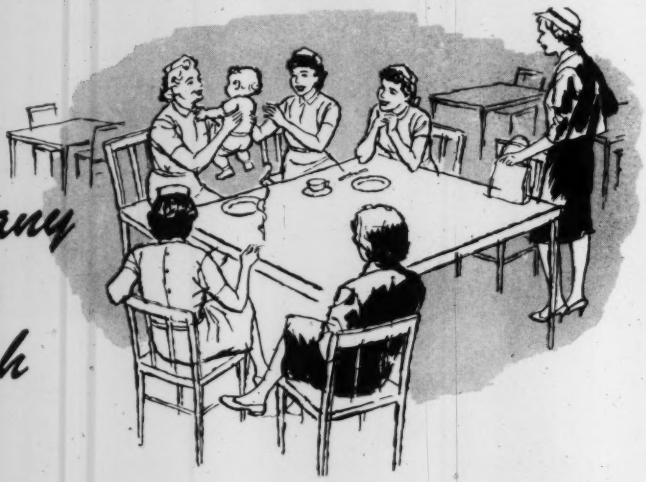
LET'S GET DOWN TO CASES

Every month, SM presents true stories of tough situations supervisors have faced. How would you solve these problems?

As you consider each case, you might jot down your questions, your reasoning, your decisions.

Or, discuss the cases with a group of people—fellow supervisors, family, friends. You'll find that each person has his own way of looking at the problem.

Company for Lunch



BOB GRANT, the new food-service manager for a midwestern college, left his office to go into the dining room and see what all the commotion was about. Both the students' and the employees' lunch periods were over, and the dining room should have been cleared by now.

He found six people sitting at a table cluttered with dirty dishes. Four were dining-room employees —among them Lucy Lester, his dining-room supervisor—and two were young women whom he did not know. One held a baby in her arms; the women were playing with the baby, laughing and talking.

Gladys Schumacher, one of the dining-room workers, greeted Bob pleasantly and introduced her daughter, her little grandson, and

the other stranger, who turned out to be her daughter's neighbor. "They were on their way downtown and stopped in for a visit," Gladys explained. Bob noticed that the daughter and her friend had each had some lunch.

Bob acknowledged the introduction politely, then suggested that it was time to go back to work—in fact, 15 minutes past their scheduled lunch period. He remained in the dining room until the group broke up about five minutes later. The women seemed in a happy mood, and showed no concern over their extended lunch period or their visitors.

Before he returned to the office, Bob took Lucy Lester, the dining-room supervisor, aside:

Bob: Lucy, I would appreciate it if you'd exercise some control over the lunch hour. You know what time you are scheduled to return to work, and you also know it doesn't look right for us to have personal visitors in the dining room. If anyone from the administrative office had come in, they would have felt we were using the dining room to have social visits, instead of being on the job.

Lucy: Oh Mr. Grant, don't be like that! Nobody minds it but you. This isn't a factory, after all. So what if Gladys' daughter does drop in once in a while? I think the girls do a better job when we don't watch the clock too much. They'll get the work out—they've been doing it for ten years or more.

Bob: But . . .

Lucy: You're just new here. You'll get used to our way of doing things. Mary (*Mary Burke, the former manager*) used to get upset once in a while too, but she never got into any trouble because of us, and she soon learned not to take things so seriously!

Bob: Well, Lucy, I don't think I want to get used to your way of doing things. I have set up job schedules and have gone over them with each one of you, and you agreed you would try to keep them. I also said then that I didn't approve of the way your families drop in to chat during working hours—and have a bite to eat when they do. That sort of thing may have been okay years ago, but not with the cost of food today.

Lucy: That food would only have been thrown away . . .

Bob: We're supposed to run this service in a businesslike way, and visits during working hours are not businesslike! Now isn't it better for Gladys to speak to her daughter and ask her not to drop in, rather than for me to embarrass her in front of everyone? Suppose you

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This case was contributed by E. Bruce Kirk, Director of Personnel Administration, Slater Food Service Management, Philadelphia, Pennsylvania.

suggest this to all the girls and see if we can't keep it from happening again.

Lucy: Okay, Mr. Grant, I'll talk to the girls, but they won't like it. I still think you are making a mistake by not permitting us to have visitors, especially when the dining room is clear.

Bob: Thanks, Lucy. I think if you really explain it to the girls you should have no trouble.

Lucy went back to work, looking offended.

Bob, too, felt frustrated. It was three months since he'd been started on this job, yet he felt he'd accomplished next to nothing.

Bob, age 32, was a college graduate, trained in food management. He had had four years of experience in the Army Quartermaster Corps, and two years managing a big-city restaurant.

The 30 employees were mostly untrained women in their fifties and sixties, with 10 to 20 years of service. Over the years they had built up a clubhouse feeling, with many interlocking friendships and with a proprietary attitude toward their jobs and the physical surroundings. The employees had been happy—but the college felt service was sloppy and costs were high. That was why they had gone outside for a manager when Mary Burke retired.

From the start, Bob had tried to organize the food service in a businesslike way. He had set up work schedules and job descriptions, had outlined specific rules, had sat down and discussed these matters both with the entire group and with the individual employees. But he was still having trouble getting the long-service workers to accept these changes.

"Am I soft-soaping them too much?" Bob wondered. "Should I crack down and really show these girls who's boss?"

Consider these questions—and ask your own:

1. Why do you think Bob has met resistance to his attempts to run a businesslike service?_____

   _____

2. What do you think he's done right—and wrong—up to now?

   _____

3. What would you have done differently?_____

   _____

4. Do you think he should crack down? _____

   If so, just how? _____

   _____

   If not, what should he do instead? _____

   _____

5. The employees are evidently a close-knit group. If you were the manager, how would you direct this group spirit toward higher standards of work? _____

   _____

   _____

WIN A BOOK!

Send in your solutions to SM's cases—or send your toughest, most interesting case—for publication in SUPERVISORY MANAGEMENT.

The editors of SM will award the author of each published case or solution a copy of Leadership on the Job: Guides to Good Supervision, the American Management Association's handbook for supervisors.

Send your contribution to Let's Get Down To Cases, SUPERVISORY MANAGEMENT, *American Management Association, 1515 Broadway, New York 36, N. Y.*

Letters on this month's case should be postmarked no later than August 31.

WHAT A PLEASURE life would be if everybody would try to do only half of what he expects others to do.

—WILLIAM J. H. BOETCKER

Readers Discuss SM Cases

Here are readers' discussions of previous cases.

A copy of *Leadership on the Job*, AMA's handbook for supervisors, has been awarded to each of this month's contributors.

The Worm That Turned

(June, page 36)

Case synopsis:

Al Fields, a molding-department supervisor, is upset over a bad argument with his assistant, Nick Austen. It's time to turn in the vacation schedule and the two men have just discovered they both want the same vacation dates.

For the past six summers, Al has been flexible about vacations. He always let others have first choice. But this year is different: He's promised to attend a family reunion on his parents' golden anniversary.

Nick has put down a week's rent as a deposit on a seaside cottage. He sees no chance of switching reservations and feels that Al should have warned him that he wanted a particular date.

Al ended the discussion by saying: "I'm the supervisor, and maybe it's time I took advantage of it for a change. I'm putting myself down for the fifteenth."

But Nick had the last word, angrily threatening to spread the news around the shop that Al isn't the good guy they all considered him.

Stick to your guns, Al!

TO THE EDITOR:

If Al is entitled to first choice of vacations, he should stick to the time he selected. No subordinate should then plan on any specific vacation period without getting the supervisor's okay. Regardless of Al's flexibility in past years, his authority still stands.

But if Nick had first choice by seniority, Al would be wrong, and would have to change his plans. If Al is right—and from the conversation with Nick, it looks as if he is—then perhaps he could try to get Nick a refund on his reservation. The work group would realize that Al was doing his best to be a right guy.

Perhaps too, Al would have

shown more consideration had he called in his assistant as soon as he decided on his vacation, and let him know his plans. The whole incident would have then been avoided.

—FRANCINE ZACH
McGraw Hill Publishing Company
New York City

TO THE EDITOR:

Al should tell Nick firmly that he will take the August time and that Nick will have to arrange another time. He should tactfully point out that Nick should not have assumed anything; but that in the future all vacations will be scheduled to leave ample time to rearrange plans. All vacations should be set up on a monthly chart and any request for changes should go through Al.

Once a vacation policy has been established, considering seniority, rank, job conflicts, etc., Al should call a general meeting to explain and answer any questions. With a definite vacation policy, conflicts of this kind should not occur.

In the meantime, Al should offer to help Nick arrange another time so he won't lose his deposit. Comparing their reasons for wanting that particular time should help show Nick that his reason is less important than Al's.

It would be wise for Al and Nick not to discuss their reasons for wanting the same time in front of the group. This would avoid embarrassment to both of them.

—ENEAS J. BEGLEY
Correspondence Supervisor, State Farm Mutual Automobile Insurance Company, South Carolina Division,
Jacksonville, Florida

TO THE EDITOR:

Al was quite right to "put himself down for the fifteenth" and to take advantage of his being supervisor. It seems only fair that the supervisor, who has so many of the headaches, be allowed a few reasonable personal privileges to go along with them.

—THOMAS PETERSON
New York City

Can You Pull Rank?

May a supervisor pull rank occasionally on his closest subordinate? Or should he be satisfied with the last draw out of the vacation grab bag, no matter what it does to his personal plans and family relationships?

SM readers differ widely on the answers. They see questions of policy, of communication, of leadership involved. A few urge the supervisor to assert his rights; others advise him to back down; the majority suggest compromise. Whatever the angle, these readers agree, vacation scheduling can be much tougher than you'd think.

Al should back down

TO THE EDITOR:

Al Fields has established a pattern of taking last choice on the vacation periods; therefore, it was not unreasonable for Nick Austen to have assumed that Al would do the same this year. Because of this, Al should have given Nick the go-ahead on his vacation request. If Al still felt it necessary to be at the anniversary, he could take a day or two off to go, if policy would permit, without causing great hardship in the department.

—C. A. PAYTON
Southern California Gas Company
Inglewood, California

TO THE EDITOR:

Scheduling is probably one of the biggest summer headaches a supervisor can have.

Al should take the blame and forfeit his holiday. The fact that neither man posted the desired period on the schedule is evidence of Al's poor planning. I'm not saying that the supervisor must take what is left after everyone else has had his choice, but rather that he should have completed his schedule so that any conflict could have been ironed out earlier.

Al was wrong to let the discussion with Nick reach a stage where tempers flared. He could have told Nick that he'd see what could be done and then given the problem some serious thought.

To miss his family reunion will be a big disappointment, it's true, but the way he handles this problem will have a lasting effect on his future as a supervisor.

—GEORGE RIMMER
Personnel Relations Supervisor,
Carolina Telephone and Telegraph Company, Tarboro, North Carolina

TO THE EDITOR:

Normally, position level determines the preference for vacation schedules. In this case, however, because of his habitual performance during the past six years, Al Fields is wrong for not having announced his specific plans. He should admit to his error and bow out gracefully. If not, this situation could have serious results.

—T. A. REAPER
Du Pont of Canada Limited
Montreal, Canada

TO THE EDITOR:

If I were Al, I would change my plans. I would never arbitrarily impose my authority, unless I was prepared to suffer the difficulties and inefficiency that might result from this incident.

Nick was justified in expecting Al to continue the established precedent. Al's imposing his authority would strain the relationship, and it

would be difficult for Nick to forget his monetary loss.

A supervisor should maintain a high standard of leadership. In this case, Al violated a cardinal rule of leadership: never to place temporary personal advantage above the good of the organization.

—R. C. CRESSY
Night Operations Manager
The Western Union Telegraph Co.
Oakland, California

Find a compromise

TO THE EDITOR:

It seems to me that Al had several alternatives before he blew his top.

Al has not been too much of a softie. He has been doing a commendable job of supervision. It seems to me that he should 1) have Nick check to see if he can change the date on his cottage; or 2) switch with someone else so that he doesn't lose his deposit; or 3) perhaps just take a week of his vacation at that time—Nick could also make an adjustment in his reservations.

In any case, Al should have made a point of advising Nick earlier that he was taking this particular time off.

—SHIRLEY K. TANKINS
Personnel Assistant
National Publishing Company
Philadelphia, Pennsylvania

TO THE EDITOR:

As in so many misunderstandings, there is a degree of guilt or error on both sides.

Al was wrong in not alerting all his employees, particularly Nick, to the fact that he had a "must" date coming up for his vacation.

Nick was wrong in making a reservation so far ahead without first clearing the date with Al.

I feel that the burden of responsibility rests with Al, since he had set up the pattern for six years of taking what was left.

Al should make every effort to help Nick get his deposit back. If Seaside is "full up for the summer by Christmastime," they should have little difficulty rerenting the cottage. The fact that Al was an old customer should also have some weight.

If a refund is not possible, Al should let Nick keep his reservation and try to arrange for other, temporary supervision in his department. If this is not feasible, Al should cut his own trip as short as possible. If Al has properly organized and run his department for six years, two or three days without supervision should not noticeably disrupt production or efficiency.

—HARRY J. BURRIDGE
Training Officer, U. S. Post Office
Orlando, Florida

TO THE EDITOR:

Lack of planning and communication, I feel, is the cause of the predicament. Al should admit that *both* goofed and suggest a compromise; Nick could spend one week at the beach cottage, and Al could spend one week at the family reunion. Other arrangements could be made for the remaining week of their vacation.

Whatever the outcome, situations of this kind can be avoided. Vacation assignments should be made as soon after the first of the year as possible, in order of seniority. At this point, the supervisor should have a vacation chart listing employees in order of seniority and showing each day of the year. On this he could indicate the employee's choice. If a split vacation is desired, the first choice should be recorded; the second choice would be determined in seniority order, only after all other employees have had a first choice.

—GEORGE F. MATTHEWS
Southern California Gas Company
Van Nuys, California

TO THE EDITOR:

Al and Nick don't seem to have as close a relationship as their jobs require. If they did, the matter might have been brought up earlier. However, a golden-anniversary celebration is not easily changed, especially when it occurs many miles away.

I think Al should volunteer to leave a week earlier so that he could attend the celebration during the second week. This would mean that Nick would have to alter his plans by only a week. Nick admits he has only one week's deposit; it might be possible for him to get a week's extension on his reservation. In this way, Al would have his vacation one week earlier and Nick one week later. Then Nick might not feel so resentful.

—JOHN B. DONEE
Personnel Manager, Bostitch
East Greenwich, Rhode Island

TO THE EDITOR:

If I were Al, it would be obvious to me that my lack of foresight was primarily the reason for the trouble with Nick. But it would also be apparent that Nick's refusal to change his vacation date, and his threat to "expose" me clearly indicate insubordination and a lack of the respect a good employee should have for his supervisor.

Because I was to blame to some extent, I would tell Nick that, though I do not approve of his actions, I am going to try to be fair. I would propose that if he would work for the first week of my vacation, I would return the second week; he could use the cottage for at least one week and I could go to the reunion. If Nick did not approve of this, I would tell him I had done all I could, and that he would have to

work the two weeks he wanted for his vacation.

Since most of my employees like me, I would know that they would want an explanation. I would call them together and admit that the unpleasant incident occurred, but would not happen again. I'd set up a seniority list for choosing vacations in the future. Whatever switching was done after this would be done on my approval and with the agreement of both parties making the change.

—EUGENE P. O'BRIEN
Personnel Assistant
Stewart-Warner Corp., Chicago

TO THE EDITOR:

Al and Nick both missed the boat. Neither offered the other a solution or an alternative.

Nick could get in touch with the beach-cottage owner and try to exchange reservations with one of the other vacationists for an earlier or later date.

As for Al, the golden wedding anniversary is quite a celebration and, naturally, he should attend. He could have passed this information along much earlier since this was a special occasion at a definite date. In that way, he could let Nick make his reservation for another time not conflicting with Al's parents' celebration.

Both supervisors should take a good look at themselves to avoid such a situation. The work group might easily wonder, if two top supervisors could not work out a satisfactory solution between themselves, how could subordinates ever expect proper consideration?

—C. R. WHITESELL
Senior Engineer—Project, Velsicol
Chemical Corporation, Chicago

TO THE EDITOR:

Al should have told Nick immediately about his change of plans, since he knew his assistant must be in the office during his absence. Nick took his vacation time for granted—but Al cannot afford to take *anything* for granted. He must look ahead.

Al should not have pulled rank on Nick; he should have shown him that *both* were wrong, and tried to help Nick recover his deposit. If he

Company Policies

A number of readers mentioned specific company policies covering vacation scheduling. In the policies described, rank plus seniority are usually the determining factors, with rank as the first consideration.

Early scheduling, early announcement of available vacation time, and written descriptions of company policy are also mentioned.

couldn't, a partial payment by the company or some other compensation might have soothed Nick's feelings.

Management might announce to the employees its intention to set up a more clear-cut vacation procedure, giving this case as an example. This would give the employees a true picture, taking the punch out of anything damaging that Nick might say.

—A. CARACENA
Customer Service Department
Pacific Fidelity Life Insurance Co.
Los Angeles, California

TO THE EDITOR:

Al has created a bad personal situation that may have far-reaching effects unless he quickly indicates a sincere effort to try to work things out with Nick. Chances are, both will agree that they acted hastily, and that neither considered the other in his plans.

Here are some possibilities:

1. Nick should talk to the cottage owner and see if he can get some other reservations. If he's lucky, a cancellation may come up, or he might get his deposit back.

2. Perhaps there is someone in the shop who is lined up for promotion. If the conditions are good and Al and Nick plan their work, this person might handle the shop while both men are away.

3. Perhaps another department supervisor would be able to cover for Al and Nick for one or two weeks while they are away.

—FRANK J. NICHOLSON
Production Engineering Supervisor
Trans-Sonics, Inc., Burlington,
Massachusetts

Poor communications

TO THE EDITOR:

Al waited until the last week to complete his department's schedule. When he received the vacation announcement, he should have delegated to Nick the job of getting first and second choice of dates from each employee. Then Al and Nick would have discovered the conflict in their own schedules. At that time, Nick might easily have changed the date of his reservation.

But Nick should not have taken for granted that he could have his vacation when he wanted it, even though he always had. He should have consulted Al before making a deposit.

Al should recognize that, for six years, he has not administered a sound vacation plan, but has just taken his vacation when he could. This year, with his own special plans, he finds that his *laissez-faire* treatment has boomeranged. Since he is the supervisor, it is up to him

to help Nick. He should admit to Nick that he had no idea that his personal plans would conflict with Nick's. Nick might then be more understanding and more willing to see what arrangements he could make. Al might offer to write a letter to the owner of the cottage.

The result could have been 1) a feeling of friendliness in working things out together, and 2) next year, both Al and Nick would consult each other before planning their vacations.

—FRANCES E. PEARSON
Girl Scouts of the U.S.A.
New York City

TO THE EDITOR:

Al Fields is a victim of his own poor communications. He has broken his custom of allowing his people first choice of vacation dates, without any warning. His sudden change is now going to cause some strained relationships, especially between Nick and himself. He certainly could have reduced the shock had he spoken out earlier.

To reconcile their problem, Al should make every effort to help Nick get his deposit back. He may even offer to help Nick get some other good vacation spot.

Al now has the problem of reestablishing good relations and communications between himself and his assistant. He can do this best by a frank and open statement that he erred in not telling Nick his own vacation plans.

—HOWARD J. WALTHER
Foreman, Stockroom,
Automatic Electric Company
Northlake, Illinois

Why no policy?

TO THE EDITOR:

Nick had a justified complaint: There evidently were no established vacation policies.

If Al felt his seniority gave him first choice, he should have made it clear from the start. He was at fault in waiting until the last minute to schedule vacations.

Now Al should:

1. Change his plans, if possible —or try to help Nick get a new reservation without loss of deposit.

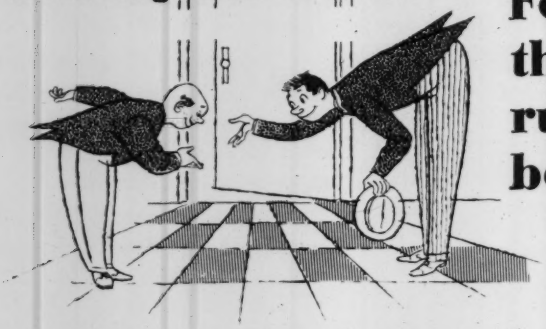
2. Admit that this situation is his fault.

3. Communicate to his work group what the vacation policies are —and then stick to them.

4. Make Nick aware that he too will face this problem as a future supervisor.

—CHARLES K. TOLL
Production Supervisor, General Electric Company, Bellevue, Ohio

ETIQUETTE: Forget the rule book



It's the spirit, not the letter, that makes good manners.

"ETIQUETTE," to many people, means a properly executed curtsy, or the problem of what to do with the leftover fingers when you're holding a thimble-sized teacup. These do enter into the etiquette of certain occasions, but, in its true sense, etiquette is not concerned with any one "proper" set of rules or regulations.

Etiquette simply means having enough basic consideration for other people to make them feel at ease with themselves and with you in any social situation. As for the rules that come up for so much discussion, they were formulated by and for the people who use them. They are simply understandings that prevent pile-ups at the door, keep everybody from talking at once, and make the silverware come out even at dinner. The rules tell people what to expect in almost any situation. They enable people to pay full attention to the situation itself, without worrying about the mechanics of it.

Most of the nervousness and strain that people feel when they're in strange situations is not so much a fear of breaking a few rules as it is a fear of being thought an outsider. People do tend to judge you by the way you act, but if you're too worried about appearances, the impression you create may be the opposite of what you intend. Nice people don't watch every move you make, to catch you up on little mistakes—so why scrutinize yourself so

closely? The true key to etiquette is developing a sense of ease that will enable you to pay attention to what's happening—the ability to be yourself in any crowd.

The social side of business

Some branches of business and industry are more "social" than others by tradition and habit. Some businessmen conduct a fair percentage of their business over a meal or during the intermission of a show. Others talk business within earshot of machinery and nowhere else.

In any job, situations inevitably arise where business turns social and the strict rules of business are mixed with the easy-going byplay of people getting together. Probably the simplest of these situations, from the standpoint of etiquette, are meetings where everybody is at about the same level in the company—a monthly dinner meeting of supervisors, for instance.

Other situations, however, tend to put a person more on his toes. He may find himself with several of the company's top men, for instance; and the feeling that he has to make a good impression makes his collar tighter than it ought to be. Or the supervisor may find himself at a luncheon meeting with someone from higher management and an outsider, like one of the company's suppliers, or, perhaps, a consultant. He might represent the company at the meeting of a professional organization or a city council. He may find himself talking shop with supervisors from another company.

The possibilities are endless; no one set of rules could take all the situations into account. Developing the ability to remain relaxed and natural in any environment or group will carry you further than knowing a whole book of rules.

When the fat's in the fire

Much of what's called good manners is actually *poise*—the ability to size up a situation quickly and do the right thing. When something goes wrong, poise is the only hope, for all the rules in the world won't help. For instance, at a farewell dinner for General George Marshall, Cordell Hull made a slip of the tongue and referred to General Marshall's plan to retire to his farm with Mrs. *Eisenhower*. Mr. Hull was unaware of the slip and, when an aide told him, he quickly passed a note to Mrs. Eisenhower saying, "My abject apologies to you and the General." Mrs. Eisenhower passed the note back. Written at the bottom, in her hand, was "Which General?" Her poise had turned a strained situation into one of easy laughter.

The average person will never be called on to put a Secretary of State at his ease; but the quality of being natural will take care of many a social crisis. Some situations can be

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turned into amusing incidents or gentle humor. Others may be more embarrassing. A useful approach in cases like this is the magician's trick of misdirection. Diverting people's attention from a potentially embarrassing bit of business does everybody a favor.

Meeting the family

One of the most common "social" business situations is the open house —or any visit to the workplace by an employee's family or other outsiders. The supervisor is often called on to make conversation with wives, mothers-in-law, and children. The temptation, if the people are an employee's family, is to lay on praise for the employee. This is a fine thing to do if the employee deserves it and if he's heard it directly from the supervisor. If not, it may put the man in a false position with his family, if, for instance, he's not advancing as fast as all that praise would indicate.

A simple rule for talking to wives of associates is to say nothing to them that you wouldn't say to their husbands.

"I'd like you to meet . . ."

Another point that sometimes causes trouble is the problem of introductions. There's no need to remember a lot of formulas; for average business use one form will suffice: "Mr. Jones (the man you were standing with), this is Mr. Smith (the man who just walked up)." If one person is obviously more important than the other—or if one of the people is a woman—mention that person's name first. That will take care of most of the situations that come up.

More important than whose name comes first is the consideration shown in bringing people together. Pronounce the names loudly and clearly, then start using them in conversation to give the people a chance to catch them on the second go-around. Often, when two strangers come together, so much is going on in their minds that they wouldn't catch the name if you blasted it at them with a loud-speaker. Working the names into the conversation allows them to catch up painlessly.

> *Self-respect is at the bottom of all good manners. They are the expression of discipline, of good will, of respect for other people's rights and comfort and feelings.*
>
> —E. S. MARTIN

It's also a good idea to let the people make their own impression. You may know that Harry knows more shaggy-dog stories than anybody else or that Joe is a Sunday painter—but there's a good chance that neither one of them wants that important first impression to be based on so small a facet of personality.

When a truly difficult introduc-

tion comes up, it's sometimes better to play it by ear. Prince Philip, Duke of Edinburgh, once had to introduce a visitor to the Queen Mother, the Queen, the Princess, and other dignitaries—so he said, with a wave of the hand, "You know these people don't you?" The introduction didn't follow the intricate etiquette of the Court of St. James's, but it fitted the occasion admirably.

Speaking of speaking

Speaking to strangers often causes some strain—especially if one feels that his grammar isn't up to par. In cases like this, it's best to concentrate on what you have to say. Putting everything into getting the facts straight will usually put the language into gear. Sincerity will take care of many minor grammatical errors. One of the acknowledged masters of the English language, Sir Winston Churchill, was once rebuked for ending a sentence with a preposition. He replied that such a picayune correction was something "up with which I will not put."

Going over what has to be said in advance works for some people, but for others, it merely gives added opportunities for confusion. If it's a report of some kind, the act of preparing it will often take care of any grammatical problems. If it's merely social small talk, there's not too much chance of fluffing seriously unless one is trying to overreach himself. Using large words may impress some people, but using small words to *say something* will impress a lot more.

When the shoe is on the other foot, and someone else makes a grammatical mistake, it's natural to feel slightly sympathetic for that person. Embarrassing him by either offering a correction or using the same phrase correctly to offer a contrast is out of the question. Remembering that other people are ready to give you the same breaks will often help you over rough places.

Why ask for an argument?

Small talk can sometimes be a trap in business-social get-togethers. When you talk with business associates, go easy on dogmatic statements having nothing to do with business. It's noble to stand up for your opinions when these opinions matter—but it's not smart to go far beyond the limits of the situation in looking for an argument.

A good way to keep a conversation going is to ask questions. If you can keep another person talking, chances are he will remember you as a good conversationalist. People sometimes wonder what will happen if two good listeners get together. The result is usually an excellent mutual understanding. If somebody uses this approach on you, the two of you can usually find a topic and dig into it deeply, asking each other questions and listening to the answers.

In a business get-together, shop-

talk may start taking up too much of the conversation. If that happens, and one or two people are left out of the conversation, it's a good time to switch the conversation back to a general subject.

Which fork?

The old, old etiquette question of which fork to use is becoming less and less a problem in business-social situations. At most large banquets, only part of the cutlery is laid out at the beginning of the meal. You start off with the usual knife, fork, and spoon, and perhaps one other piece for the salad or the shrimp cocktail. The rest is provided as needed, course by course. The rule of thumb when the table looks like a hardware store is this: Work from the outside toward the plate and watch the hostess or host. If you're still undecided, take a sip of water or comment on how good the food looks—till some brave soul gets started.

"What's your pleasure?"

When you accept a drink, two questions may arise. They are answered, not by any fixed rules, but rather by your common sense and consideration. The first question is *how much*. The answer: as much as you want—provided you know your own limitations and stay well within them.

The second question is *what* to drink. The answer: whatever you like—within the limits of what is available. If you're at a hotel banquet, you can usually get anything that strikes your fancy. If you're in someone's home, find out first what's available. It's simply a matter of consideration *not* to ask for bourbon and branch water when all your host may have on hand is beer.

> *Perhaps, if we could examine the manners of different nations with impartiality, we should find no people so rude as to be without any rules of politeness; nor any so polite as not to have some remains of rudeness.*
>
> —BENJAMIN FRANKLIN

People should have as much freedom, incidentally, in *refusing* a drink as they have in *accepting* one.

A handy social grace to develop is the ability to refuse without making a big deal or a condemnation out of it. In turning down a drink or a smoke, a person can inadvertently give the idea that he disapproves of such vices. It makes for a much better atmosphere to say, "Not just now, thanks," even if you feel that Carry Nation had the right idea in chopping up saloons.

The letter—or the spirit?

Whether it's a drink, or a fork, or an introduction; whether it's in the plant or outside; whether you're with your closest friends, your boss, or a stranger—the basic principles apply. The rules did not appear out of a vacuum; they were the out-

growth of people's natural consideration for others. If you forget the letter of the law, don't worry. By falling back on the *spirit* of the law —the thoughtfulness that is the backbone of etiquette—you'll end up right in line with Emily Post.

Rules and regulations aside, the only key to getting along in the field of social business is to learn to be natural in any surroundings or in any crowd. Learning to relax is the first step. After that, it's simply a matter of knowing how much of yourself you can put into the situation. ◆

Adhesives in the Space Age

THE UNGLAMOROUS BUSINESS of sticking things together is turning out to be one of the nation's fastest-growing industries. Up until a few years ago, the adhesives field consisted of a few ancient, malodorous factories that melted down cattle hoofs or codfish skins to form furniture glues. Today it is a bustling $800 million-a-year business turning out a wide range of synthetic adhesives used in building skyscrapers, missiles, automobiles, and aircraft. By supplanting nails, rivets, bolts, spot welds, and other manual methods of joining objects together, these space-age glues are helping to create lighter products at lower labor costs.

The adhesives field has even sprouted its own vocabulary, full of words like *crazing, doctor blade, pot life,* and *cold flow*—words which probably only other adhesives specialists can understand.

If their vocabularies are ahead of the times, so are many of the projects these specialists are working on. In home construction, they're studying methods of bonding strong, light plastic panels and then, in effect, pasting a house together panel by panel. In the aircraft industry, they are working on improved adhesives for bonding structural parts and for sealing airplane wings so that fuel may be carried in the wing space rather than in large fuel cells. Metal-to-metal bonding is also gaining in the automobile industry, and some laboratory men are even talking of light-weight "paste-up engines." Some 1960 car models are using adhesives to hold together the outer skin and the inner support pieces, thus replacing spot welding, which occasionally marred the appearance of the body.

The adhesives scientists are also talking about paste-up watches, shoes that are glued instead of nailed and sewn, garments made of nonwoven fabrics held together by adhesives, and pleasure boats in which adhesives completely supplant screws and rivets. And they're developing new and improved heat- and moisture-resistant glues for holding toupees in place.

—*The New York Times*

Here's What the Arbitrator Said

(See "If You Were the Arbitrator," page 27)

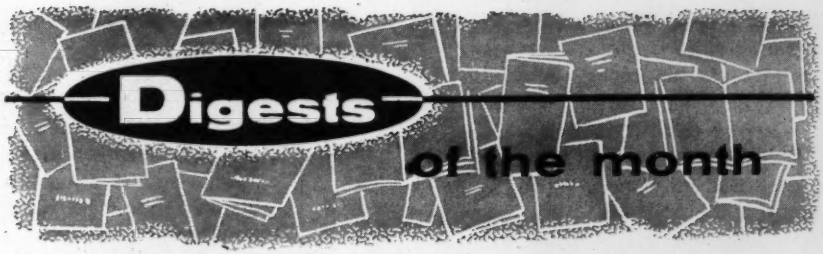
A Fair Day's Work

As for the first issue, the arbitrator said that "when employees are compensated on the basis of flat wage rates, the employer is entitled to require a fair day's work effort and to take disciplinary action against employees who don't produce." However, he added, the employer erred in singling out two employees for special disciplinary treatment. "Since the new standards were designed for a whole department, it was not proper to require higher production from only two employees, even if they had seniority." This, he said, violated the principles of equal treatment for all. It would have been different, the arbitrator explained, if the new standards were intended only as a "trial run," with no threat of discipline involved.

Does Seniority Always Prevail?

The arbitrator called attention to the fact that bumping was permitted only when the senior man was able to perform the work of the junior. While the grievant could do the technical work of the apprentice, "he could not have replaced the apprentice in his learning function." For this reason, the apprentice could not be bumped. Furthermore, the arbitrator was persuaded by evidence on the history of the contract bargaining that it was not the intention of the parties to permit apprentices to be bumped.

NOTE: If your decisions were different from the arbitrator's, this does not necessarily mean that you were wrong. The awards in these cases do not indicate how other arbitrators might rule in apparently similar cases. Arbitrators do not follow precedents. Each case is decided on the basis of the particular history, contract, testimony, and other facts involved.



Spotting the Man Who'll Do the Job

DELEGATING WORK gives a manager the time to manage. But to *whom* do you delegate? How do you separate the doers from the daydreamers? Eight questions will help you identify the man who gets things done:

Does he present problems—or solutions?

"Whenever my former assistant ran into a difficult problem," said one manager, "he always came to me with it. He proposed no solution, not even a poor one. Whether he realized it or not, he wanted me to find one for him.

"The man I have now also brings me difficult problems, but he offers a possible solution or two. Usually, one of his solutions does the trick. When it doesn't, it starts me thinking about other answers."

The next time a subordinate brings in a problem, see if he has some reasonable suggestions. If he has, he's a doer.

Does he use available resources?

It's frustrating to give a man an assignment and then have him return again and again for help he could have found in the files.

If your subordinate rarely comes in with questions while he is working on a project; if he gets as many preliminary answers as possible; if he has made it his business to learn your point of view—keep him in mind for important future assignments.

Does he know the facts?

One manager often asked his subordinates to bring in recommendations on various matters. Invariably, one reported in ahead of the others.

It soon became apparent, however, that the speedy subordinate habitually neglected his homework; his recommendations rarely squared with the facts. The manager concluded that the fastest man was the one he could rely on least. The others took time to study the facts. They were slower—but sure.

Are his reports in proportion to the results?

A written report may tell a great deal about the man who prepares it. If it's obviously a long-winded picture of a negligible solution, he may be a

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fine reporter—but not a doer. Reporting is an essential part of business operations. But the report should fit the facts.

Does he get discouraged easily?

If a man shows signs of discouragement at the first obstacle he encounters, look out. He is going to need more encouragement than you may have time to give him. As a rule, doing goes hand in hand with a positive attitude. Whatever the job, the man who *believes* he can accomplish it is more likely to get it done.

This does not mean that a doer is always an optimist. But he does size up a task with a view toward completing it. That gives him a decided advantage over the person who finds almost every task difficult, and every difficult task impossible.

Does he finish the job?

Beginning a project is ordinarily easier than completing it. Thinking about a project, putting the plans on paper, and discussing it with associates don't usually represent too much of a challenge. Later on, however, the job becomes more formidable.

It is a good idea to check on a man's staying power. One way is to ask him for an inventory of his current uncompleted tasks, including when they were assigned and when they were supposed to be completed. If the record shows that he has a tendency to let things drift, he is not the man who finishes what he begins.

Does he get rattled?

Rough days provide a testing ground. If your subordinate remains calm under conditions that would ordinarily cause a man to lose his poise, his nerve, or his temper, he merits a chance at added responsibilities. He will get things done while others around him are running for the nearest buck-passing shelter.

Does he meet deadlines?

When something must be done is often as important as *what* must be done. A doer will never take his eye off the target date. If unforeseen obstacles or complications arise, he will report the matter to his superior so that the due date can be reviewed. But he will not leave his superior stranded on deadline day.

What not to look for

Measure output, not noise. Don't automatically classify a silent subordinate as a daydreamer; he may be quiet because he is busy.

Don't follow any preconceived notions about a doer. They come in all shapes and sizes. Only through careful observation of day-to-day performances can you separate those who do from those who doze.

• *Howard R. Dressner*
NATION'S BUSINESS
June, 1960

IT MARKS a big step in a man's development when he comes to realize that other men can help him do a better job than he could do alone.

—ANDREW CARNEGIE

Ten Steps to Good Coordination

THE MANAGER WHO GETS RESULTS is the one who has learned to work well with his fellow managers. Successfully completing an interdepartmental project requires tact and an understanding of the other fellow's problems. But those are only two of the many factors that form the basis of these ten steps to good coordination.

Advance planning

1. *Decide in advance what you will contribute.* Too many managers call a group of men together to get somebody *else* to do a job. When you want a group of fellow managers to agree on a project, volunteer first to do your share. If your share is minor, or if some other department will have to bear the biggest burden of work, get that other department's approval before you mention the project to the others.

2. *Don't step on anybody's toes.* If your plan is based on correcting some source of complaints or errors, don't accuse the other departments of being lax, careless, slow, or inefficient. If they actually *are,* it will do no good to rub it in. Realize that the people involved are probably doing the best they can under the circumstances. Don't make another manager have to oppose your plan just to save face.

3. *Prepare a schedule or timetable.* Many plans fail because everybody waits for someone else to act. Try arranging your plan in logical sequence. Break down each part of it, set a deadline for each step, and decide—and get agreement on—who is responsible for what. Encourage different people to meet informally to check progress. Decide when the next get-together should be held, or when the next report is due. If necessary, get permission from top management to set aside other duties or to assign special help to the project.

Working out details

4. *Agree on a coordinator.* No two people operate at the same tempo. Choose someone to act as coordinator, prompter, or "follow-upper."

5. *Allow enough time.* Allow a reasonable amount of time for each step in the plan. Unless you are in the middle of an emergency, don't expect other managers to neglect their regular responsibilities. Allow, too, for delays over which you have no control, like hiring outside help.

6. *Keep a record of what is said and done.* Any agreement, any schedule, any joint plan can be misunderstood or forgotten. Put it in writing.

Give reasons

7. *Give each person a reason.* Don't expect the others to share your enthusiasm for a plan—unless he has a

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reason. Show each man in advance how the plan will improve his own department, or his own position in the company.

8. *Show how your plan benefits the company.* If you can prove that your proposal will actually improve the company's position in some manner, half the battle is won. But if it seems to favor your area too much, somebody will throw a wrench into the machinery. Know enough to be able to show each manager how the company as a whole will benefit from the plan.

9. *Anticipate the objections.* Someone will be able to find a real or imaginary flaw in every proposal. Go over the common objections—like, "We've done this before," or "It costs too much"—and work out the answers in advance.

10. *Be prepared for a compromise.* When you propose a change, someone may say, "Let's try it out in one territory," or "Why don't we wait a year before we tackle it?" All business progress is the result of change, improvement, and compromise. Don't scorn other managers' suggestions, or assume that each cautious reappraisal of your plan is an attempt to trip you up. Fight for your own ideas with all the zeal and enthusiasm at your command, but remember that the other fellow may have sound reasons for his ideas.

• AMERICAN BUSINESS
April, 1960

"You had it for lunch?"

— from *Thimk*, ed. by Charles Preston.
A Gold Medal book, Fawcett Publications, Inc., 25¢.

Collective Bargaining:

The Trend Toward Union Alliances

LABOR IS STARTING to present each of the nation's major industries with a solid union front. Newly developing union alliances in industries such as newspapers, airlines, and retail trade are signaling a move toward working coalitions of kindred unions, in much the same way as Teamster Boss James Hoffa is striving to link all transportation unions together. Beyond that, some existing unions may even merge to form single big new unions representing most or all of an industry's employees.

The purpose is to strengthen labor's bargaining power—giving most unions the same sort of strength that the steelworkers already enjoy—and to step up organizing campaigns.

Mergers throughout the country

Recently, union men moved hard to put together one union for everybody connected with producing newspapers: reporters, printers, pressmen, and papermill workers. At present, most of the industry's unionized employees belong to half a dozen different unions. Merging these would create a union of nearly 500,000 members; the biggest group, the Papermakers, now lists only 135,000. In Carlsbad, New Mexico, four unions engaged in producing potash got together for the first time to plan coordinated collective bargaining. Similar signs are clearly visible in the aircraft-missile industry. The United Auto Workers and the Machinists Union are working together more closely than ever before in contract bargaining with West-Coast manufacturers.

In the airline industry, six unions are bargaining in unison under the banner of the Association of Air Transport Unions. This spring, the association, representing nearly all the nation's airline employees, took its first major action: an appeal to the Civil Aeronautics Board to reject the plan of nine airlines to help each other financially if one line should be shut down by a strike.

Actual merger moves are simmering in retail trade, where the two big unions—the Retail Clerks and the Retail, Wholesale, and Department Store Union—could join in a single union of 465,000 members.

Among the railroad brotherhoods, there is increasing talk of merger. H. E. Gilbert, president of the Brotherhood of Locomotive Firemen and Enginemen, is under instructions from his union's convention to seek unification of the five brotherhoods that actually operate the trains. Past merger efforts among the rail unions have been futile, but heavy cuts in railway employment—and into union membership—could heighten the brotherhoods' interest in joining forces.

In the oil and chemical industry, merger between two AFL-CIO unions is expected eventually. The Oil, Chemical, and Atomic Workers and the International Chemical Workers Union were recently on the brink of complete amalgamation, but internal poli-

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tics interfered. They remain friendly, though, and new unity efforts are likely.

Two once-bitter rivals, the Seafarers' International Union and the National Maritime Union, buried many of their past differences last December to form the International Maritime Workers' Union. The I.M.W.U., so far at least, stands as a third union and does not replace its sponsors. Its sole purpose now is unionization of seamen aboard so-called "runaway" ships—American-owned vessels flying the flags of Panama, Liberia, and other nations to avoid the high cost of employing unionized American seamen.

Industrial Union Department

A good deal of labor's blossoming cooperation stems from the AFL-CIO Industrial Union Department, headed by Walter Reuther. Just this spring, three I.U.D. unions that bargain with Sylvania Electric Products, Inc., met in Washington to coordinate demands and work toward common expiration dates for their Sylvania contracts. At the urging of delegates, I.U.D. Organization Director Nick Zonarich will attempt to set up joint organizing campaigns in unorganized units of Sylvania. Unions involved are the International Brotherhood of Electrical Workers, International Union of Electrical Workers, and the International Association of Machinists.

Other councils

These three unions, plus the Auto Workers and the Federation of Technical Engineers, also belong to the department's GE-Westinghouse Conference, formed last year to coordinate bargaining with General Electric Co. and Westinghouse Electric Corp. Though there is no thought of merging these unions, their close cooperation illustrates the quickening trend toward formation of industry-wide labor councils.

In the past five years, several get-togethers have been completed. The International Metal Engravers and Marking Device Workers Union has merged with the Machinists; the Government and Civic Employees Organizing Committee merged with the American Federation of State, County, and Municipal Employees; and the United Wall Paper Craftsmen joined the International Brotherhood of Pulp, Sulphite, and Paper Mill Workers. The most recent merger brought together two organizations of insurance workers—the first amalgamation of white-collar unions since the AFL-CIO was formed.

But the merger score to date has fallen somewhat short of what many onlookers predicted when the two union groups joined more than four years ago. And most of the marriages consummated so far have not produced a united labor front against any one industry. Many officials of lesser unions are longingly eying the sweeping power brought to the bargaining table by such unions as the Auto Workers and the Steelworkers and the far-above-average successes they have racked up—but there's no assurance that others can do as well.

• Boscoe Born
THE WALL STREET JOURNAL
April 27, 1960

Putting Authority to Work

YOU GET INFORMATION that your subordinate doesn't get. You evaluate his work. You help or hinder his career. You make recommendations that affect his income, his promotions, his transfers—perhaps even his discharge.

You do these things by virtue of the authority that goes with being a supervisor. There are ways to use this authority for your own good and the good of the men you supervise.

Consider just one of your subordinates. What are you supposed to be doing for him? See that he gets his work done? Perhaps. But that isn't all. You wouldn't be satisfied if next week, next month, or next year he did everything in just the same way, with the same costs, bottlenecks, scrap, safety record, attendance losses, turnover, production efficiency, and morale.

Your prime function, then, is getting the work done better, with regular, if not continuous, improvements. By combining this essential responsibility with your authority, you can benefit your subordinate and improve the quality of his work. There are four ways to use your authority to good advantage.

Communicating

You attend many meetings, get in on policy-setting sessions. Therefore, you have opportunities to learn a lot. You should pass this information on to your subordinates. Don't regard it as a special prerogative of your rank.

Of course, you aren't expected to tell all. Some data should be kept under cover, like provisional plans that are not yet solidified. But a lot of the information you get needn't be kept secret at all.

On the other hand, imagine the good effects on your subordinates of a *reasonably* frank policy: "It's mighty satisfying, and helpful, too, to have a boss who lets you in on things."

Developing

The more skilled your subordinate becomes, the better performance you can expect from him. Use your authority to expand his horizons, to boost his job skills. The means for development are limitless. Try:

- Delegating more special projects to him.
- Arranging for him to visit other departments.
- Sending him to a conference, if possible. Nothing stretches a man's imagination and thinking like attending a meeting of stimulating coworkers.
- Holding meetings of your own. But you're not developing your subordinate's job capabilities simply by staging the routine meetings about operations, scheduling, or cost. The meetings that help a man grow deal with problem solving, planning, and cost reduction.

Most subordinates are hungry for such advantages. But they need your ability and authority to set up such opportunities. Your help in developing your subordinates will be a big step toward convincing them that you are interested in their future. Results: high morale, loyalty.

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Promoting

The outstanding mark of a successful manager is his ability to get his subordinates advanced out of his jurisdiction to better jobs. It shows that the manager is developing people, giving them responsibility, keeping them informed, and motivating and inspiring them. It indicates a man who is not afraid to train new subordinates, and who does not depend on the people working under him for his own feelings of security.

But promoting men takes work. You must constantly prepare them for better assignments, and stay alert for better job openings for them. You have to talk up your team and be able to back up your talk with evidences of their success.

Remembering

The final *use* of authority is really a way to avoid the *abuse* of it. Pause now and then to recall the days when you were in the position now held by your subordinates. What did you think of your supervisor? What did he do that you liked—and disliked? Then bring your remembering up to date, and add this thought: You and your subordinate make up one unit of management—a team assigned to do one part of the total job.

• *S. G. Williams*
TEXTILE WORLD
June, 1960

"Don't get me anything for our anniversary this year, Dear—I can't afford it."

Coming Soon:

Commercial Uses for Sunpower

FOR CENTURIES, man has tried to harness the limitless energy of the sun. Recent U.S. attempts to orbit the moon with a "paddlewheel" satellite—with thousands of solar cells on the tiny paddlewheel converting the sun's rays into solar energy to power the satellite's radio and electronic equipment—have brought these continuing efforts into sharp focus.

This striking example of the application of sunpower more than 200,000 miles away may seem unrelated to industry, but such progress leads daily to more down-to-earth uses. Solar-energy study has progressed from the realm of the amateur inventor to the research laboratory.

Solar energy is coming of age in the communications industry. The silicon solar battery was developed by Bell Telephone Laboratores in 1954; now, thousands of tiny photocells a month are being produced by several firms for a variety of commercial purposes. The cells used to power the paddlewheel's radio transmitters are this type, as were those used in earlier U.S. and Soviet models. They are also used in portable radios, harbor beacons, highway blinkers, and toys.

Sailing by sun

Sunpower for space-ship propulsion is being investigated by several companies. One application—proposed by scientists at Westinghouse—is solar sailing. After escaping the earth's atmosphere, the space ship would unfurl a large aluminum-coated plastic sail which could be any size—even an acre. The pressure of sunlight on the sail would move the vehicle the way the wind moves a sailboat.

Fuel bills down

Another development is the large-scale solar furnace for high-temperature research. More than 30 of these are being used in laboratories throughout the world. Their great advantage is the ability to expose chemicals and metals to extreme temperatures (up to 3500° C.) without contaminating them, as do conventional crucibles or arc furnaces. Small 60-inch solar furnaces are used for research by a number of U.S. industries today. The largest U.S. solar furnace—at the Army's Research & Development Center at Natick, Massachusetts—can achieve temperatures of 5000° F., making it possible to simulate the heat of a nuclear blast. This furnace is used in testing materials intended to protect troops.

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In the United States, approximately one third of total energy consumption goes to heating indoor space. Yet most buildings receive more than enough sunlight to meet year-round heating requirements. In the past two years, several experimental solar houses have been built. Further research must be done, especially in developing a more efficient heat-storage plant; but solar heating may soon enable many homeowners to cut their winter fuel bills.

Handy around the house

Another use for sunpower is demineralizing sea water for drinking, irrigation, and industrial uses. Three experimental stills, operated in Florida by the Department of Interior's Office of Saline Water, range from 500 to 2,500 square feet. Smaller stills for domestic use, selling for less than $50, have many commercial possibilities.

Problems to solve

These research achievements and commercial developments represent only the pioneering stage in the use of solar energy. Many problems still need to be solved. For example, the sun sheds 30,000 times as much energy on the earth as we currently use for all purposes. The greatest difficulty in using this tremendous source of power arises not from the sun itself, but from the earth's atmosphere. The sun's rays arrive on earth extremely diffused. The trick is to collect these rays in sufficient quantity without resorting to many expensive acres of collecting units.

Another problem is that sunlight is intermittent. After the sun has set, or on a cloudy day, the power supply is gone. Ways must be found either to store enough sunpower or to supplement it with an auxiliary source.

An acute need

Once these problems are solved—and experiments to do just that are taking place around the world—the way will be open to the further commercial use of solar energy. One application will be to convert the sun's power to electricity via thermoelectric or photoelectric converters. These would eliminate the need for an intermediary heat engine; this, in turn, would mean lower capital investment and operating costs. Thermoelectricity once involved expensive, nonpermanent materials; recent developments at Westinghouse, in the U.S.S.R., and elsewhere indicate that less expensive semiconductors made of mixed compounds can be used as effectively as today's thermocouples. These semiconductors may also replace silicon cells in the photoelectric batteries now used in satellites and portable radios.

The conventional fuels that have supported our increasing energy requirements will not last more than 100 years, at the present rate of depletion. Soon there will be an acute need for supplementary sources of power. Even if atomic energy is used to power large and medium-sized cities, there will still be many areas of low energy demand where sunpower will have technological and economic advantages. Sunpower may provide as much as 40 per cent of the total energy needed in the year 2060.

• *Jan Oostermeyer*
INDUSTRIAL RESEARCH
April - May, 1960

How to Keep Tension Under Control

A LITTLE TENSION is a good thing. But too much of it destroys the fun of living and it's often that hidden "something" that triggers accidents.

The word "tension" is widely used —and almost as widely misunderstood. Just what is tension, and what does it do?

Tension is a state of alertness or tautness which stimulates a person to respond faster than he would normally respond.

A matter of degree

Everyone has a range of tension that he can live with. Below it, he can't operate effectively; beyond it, his performance falls off and finally stops. Within that range, a certain amount of added tension boosts a person's performance to the point where he works most effectively. This is the same kind of tension—a striving and preparing—that a long-distance runner feels in getting set for the starting gun.

Having too little tension relaxes a person so much that his reactions are slowed down. Recent research in connection with automation has shown that just sitting watching dials and waiting for a signal can lead to such extreme relaxation that when the signal for action finally comes, it is recognized too late—or not at all.

Since some tension is necessary, the trick is not to eliminate it altogether but to keep it within the "operating range." Once a worker becomes "tensionless" or apathetic, or, at the other extreme, so tense that he cannot function properly, he is vulnerable to a serious accident.

Reducing tensions on the job

How can a supervisor reduce tensions—for himself and his subordinates —on the job?

One way is *providing firm but understanding discipline.* It consists of planning, control, and orderly conduct of the job according to established practices, with fair, impartial enforcement. Lack of positive direction creates intolerable tension for both the supervisor and employee. When an employee, for example, doesn't know what is expected of him, he can become uncertain and anxious. He needs some direction, plus the assurance that the people in charge know what they are doing. He may gripe and fight against authority, but he may just be testing to make sure it's there and operating.

Training subordinates well is another way to keep tensions down. A man who knows why and how to do his job keeps his tensions from building up to a point where they're intolerable.

Being the boss is important. Those in authority must play their parts and do the things that people associate with these roles. Otherwise, there will be tension trouble for themselves and their subordinates. A boss who tries to be "one of the boys" to the point where he cancels out the accepted ideas of his position is out of step with reality, and confuses the men under him.

Developing and maintaining good safety attitudes is a prime tool for keeping anxiety down, for it provides a sense of security and well-being

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which enables a worker to take normal tensions in his stride. Too much anxiety can dull the senses, and can leave a worker wide open to injury.

Listening with understanding while a worker talks out his problems is "emotional first aid," according to Dr. Harry Levinson of The Menninger Foundation. He suggests four rules:

1. Don't talk—listen. Let your subordinate tell his story his own way, without interruption.
2. Don't belittle his problems.
3. Don't be impatient.
4. Don't provide the answer. Unless the troubled person is too ill or upset to do so, he must come to his own decision. When it is obvious that professional help is needed, he should consult his doctor or minister.

General de Gaulle has said, "Yes, we may well reach the moon, but the greatest distances man has yet to master lie within himself."

• *Earle S. Hannaford*
NATIONAL SAFETY NEWS
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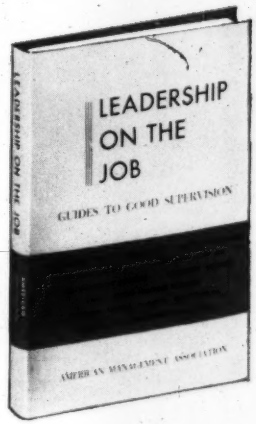

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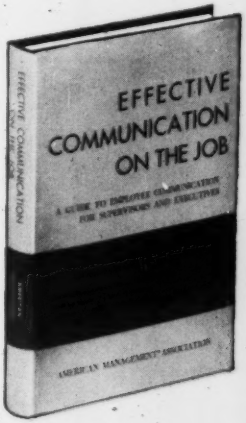

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